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ABSTRACT

Nevada's academic standards for geography explain that geography is a field of study that enables people to find answers to questions about the world around them, where things are, and how and why they got there. The aim of Nevada's geography standards is for students to graduate from Nevada schools with an understanding of the people, places, and environments on earth. The geography standards represent a consensus on what constitutes a world-class education in geography for all Nevada students. Nevada's standards evolved from the geography community's thinking about what constitutes appropriate and challenging content. The study of geography has practical value through the application of a spatial view to life situations. Six standards and off-grade indicators for grades K-4 and six standards for grades 5-12 are outlined. The standards also include benchmark geographic skills for each grade and present performance level descriptors for grades 2, 3, 5, 8, and 12. (Includes an extensive geography glossary.) (BT)

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Nevada Academic Standards in the Social Studies

Geography

September 1999

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DRAFT Nevada Social Studies Standards
Geography

Introduction

Geography is a field of study that enables us to find answers to questions about the world around us – about where things are and how and why they got there. (Geography for Life, p. 11) The aim of the geography standards is for students to graduate from our schools with an understanding of people, places, and environments on Earth. The geography standards represent a consensus on what constitutes a world-class education in geography for all Nevada students. These standards evolved from the geography community's thinking about what constitutes appropriate and challenging content.

The standards aim to create a geographically informed person: someone who understands that geography is the study of people, places, and environments from a spatial perspective, someone who appreciates the interdependent worlds in which we all live. The study of geography has practical value through the applications of a spatial view to life situations.

Geography Content Standards and Off-Grade Indicators, Grades K–4

Benchmark Geographic Skills—*Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.*

These are the geographic skills students should be able to do at each grade level.
These skills are woven into the Geography Performance Standards.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	GS.1.1 Ask questions about another place	GS.2.1 Ask questions about location.	GS.3.1 Ask questions about why things are located where they are.	GS.4.1 Develop questions that will aid in exploration of **spatial patterns**.	**Ask Geographic Questions**
GS.K.2 List and recall a geographic fact from a story.	GS.1.2 Recall from memory the street on which they live.	GS.2.2 Gather geographic information from books and pictures.	GS.3.2 Gather geographic information from maps, globes, and atlases.	GS.4.2 Gather geographic information from an electronic medium.	**Acquire Geographic Information**
	GS.1.3 Sort and group pictures that display similar geographic **places**.	GS.2.3 Make lists and graphs and arrange visual materials to display geographic information.	GS.3.3 Construct simple maps and graphs to display geographic information.	GS.4.3 Classify geographic information and select a method for display.	**Organize Geographic Information**
		GS.2.4 Identify and group information from several geographic sources.	GS.3.4 Select and explain information from several geographic sources.	GS.4.4 Locate and summarize geographic information from a variety of geographic sources.	**Analyze Geographic Information**
		GS.2.5 Display the results of a geographic inquiry.	GS.3.5 Create a visual model to illustrate the results of a geographic inquiry.	GS.4.5 Incorporate a visual display to report facts about a geographic topic.	**Present Geographic Information**

Spatial patterns—Patterns of space on the Earth's surface.
Places—Locations having distinctive characteristics which give them meaning and character and distinguish them from other locations.

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Content Standard 1.0: The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
1.K.1 Use vocabulary related to direction and location (e.g., up/down; left/right; near/far; above/below).	1.1.1 Locate places on a simple picture map.	1.2.1 Identify the map title and map symbols on a variety of maps.	1.3.1 Identify and use the **cardinal directions** (N,S,E,W) on a **compass rose** to locate places on a map.	1.4.1 Identify and use **intermediate directions** on a compass rose to locate places on a map.	**Map Use**
1.K.2 Recognize a map and a globe.	1.1.2 Recognize that a map is a representation of a place.	1.2.2 Describe what a map or globe represents.	1.3.2 Compare uses of maps and globes.	1.4.2 Compare the information found on different maps of Nevada.	**Map Selection**
1.K.3 Recognize water and land on a map or globe.	1.1.3 Recognize the shape of Nevada on a U.S. map.	1.2.3 Recognize geographic information from maps, globes, photographs, and graphs.	1.3.3 Use maps, globes, photographs, and graphs to collect geographic information.	1.4.3 Use maps and photographs of Nevada to collect geographic information.	**Geographic Tools and Technologies**
		1.2.4 Choose a title and construct a key from given map symbols.	1.3.4 Construct a simple map, including title, symbols, and directions.	1.4.4 Construct a map of Nevada displaying its human and physical features.	**Map Construction**
		1.2.5 Identify the difference between a map and a globe.	1.3.5 Recognize different types of maps.	1.4.5 Identify the purpose and content of various Nevada maps.	**Map Analysis**
		1.2.6 Recognize **spatial patterns** on a map.	1.3.6 Identify and explain spatial patterns on a map.	1.4.6 Identify and explain spatial patterns on a map of Nevada (e.g., deserts, mountains, population).	**Map Applications**

Cardinal directions—The four main points of the compass: north, east, south, west.
Compass rose—Device drawn on maps to show the directions.
Intermediate directions—The points of the compass that fall between north and east, north and west, south and east, south and west (e.g., NE, NW, SE, SW).
Spatial patterns—Pattern of space on the Earth's surface.

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Content Standard 2.0: Places and Regions—*Students understand the physical and **human features** and cultural characteristics of places and use this information to define and study regions and their patterns of changes.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	2.1.1 Identify and locate land and water using the terms continent and ocean.	2.2.1 Identify basic types of landforms and bodies of water.	2.3.1 Identify differences between physical and human features.	2.4.1 List examples of physical and human features from their own city or region.	**Characteristics of Places and Regions**
		2.2.2 Identify traditions and customs that families practice.	2.3.2 Compare how language, music, stories, and art express culture.	2.4.2 Recognize and discuss elements of their own cultures.	**Cultural Identity**
			2.3.3 Discuss how people view their own communities.	2.4.3 Describe the characteristics of another culture from their own perspective.	**Cultural Perspectives**
	2.1.4 Recognize the function of machines and other technologies from photograph or models.	2.2.4 Give examples of how technology is used in the home and classroom.	2.3.4 Compare how communities use different types of technology.	2.4.4 List examples of technology in their community.	**Impact of Technology**
		2.2.5 Identify changes that have occurred over time at home, at school, or in the neighborhood.	2.3.5 Identify a historic landmark and describe the event that took place there.	2.4.5 Choose a historical figure and locate the place and region on which they had an impact.	**History and Region**
		2.2.6 Identify areas that have different purposes in the home or the classroom.	2.3.6 Compare visual images of the same place over time.	2.4.6 Give an example of how a place where they have lived has changed in their lifetime.	**Patterns of Change**
			2.3.7 Identify neighborhoods and communities as places where people live, work, and play.	2.4.7 Recognize differences between physical and cultural regions.	**Applying Concepts of Regions**

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Content Standard 2.0: Places and Regions—*Students understand the physical and **human features** and cultural characteristics of places and use this information to define and study regions and their patterns of changes.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	

Human features—Features and patterns of features on Earth's surface created by humans, including dwellings, crops, roads, machines, places of worship and other cultural elements; synonymous with human characteristics and cultural landscapes.

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Content Standard 3.0: Physical Systems—*Students understand how physical processes shape Earth's surface patterns* ***and ecosystems.***

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
3.K.1 Discuss daily weather conditions (e.g., rain, sunshine, snow, fog).	3.1.1 Recall the four seasons in sequential order.	3.2.1 Describe the weather conditions typical to each season in the community and in other places.	3.3.1 Diagram and explain the water cycle.	3.4.1 Recognize that plants and animals have habitats on both land and in water.	**Physical Systems**
			3.3.2 Recognize various natural hazards.	3.4.2 Describe the effects of various natural hazards.	**Natural Hazards**
	3.1.3 Recognize that sunlight and water are the most important elements needed to support living things.	3.2.3 Identify the basic elements of a simple ecosystem.	3.3.3 Compare different types of ecosystems.	3.4.3 Generate examples of various ecosystems found in the U.S.	**Characteristics of Ecosystems**
			3.3.4 Locate various ecosystems on earth.	3.4.4 Explain the location and distribution of a specific ecosystem throughout the world.	**Distribution of Ecosystems**
			3.3.5 Construct a model of an ecosystem.	3.4.5 Identify the living and non-living elements of an ecosystem.	**Analysis of Ecosystems**

Ecosystems (ecological system)—A system formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical and chemical factors of the environment in which they live.

Content Standard 4.0: Human Systems –*Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and* ***interdependence****, and conflict and cooperation.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	4.1.1 Use the classroom population to categorize **demographic** information.	4.2.1 Use a school map to construct a visual model of population distribution.	4.3.1 Construct a graph or chart to compare population distribution in different areas.	4.4.1 Define basic demographic terms (e.g., dense, sparse).	**Demographic Concepts**
		4.2.2 Give oral directions from one location to another within your school or community.	4.3.2 Draw a simple map that illustrates how to get from one location to another.	4.4.2 List reasons why people move to or from a particular place.	**Migration and Settlement**
	4.1.3 Identify ways in which people or things move from one place to another.	4.2.3 List and classify different ways to move people, **goods**, and ideas.	4.3.3 Identify transportation and communication networks in daily life.	4.4.3 Describe how student has moved from one place to another (e.g., homes, schools, cities, states).	**Historical Movement of People, Goods, and Ideas**
	4.1.4 Identify the geographic setting of a picture or story	4.2.4 Compare the differences between rural and urban communities.	4.3.4 Describe the characteristics of rural, suburban, and urban communities.	4.4.4 Locate and list examples of rural, suburban, and urban communities.	**Patterns of Human Settlement**
		4.2.5 Distinguish between goods and **services**.	4.3.5 Locate sources of goods and services found in the community.	4.4.5 Compile a list of both goods and services that are produced in the U.S. and abroad.	**Economic Systems and Interdependence**
		4.2.6 Use a map or chart to display information about an economic product.	4.3.6 Investigate an economic product by asking and answering geographic questions.	4.4.6 Identify and discuss how economic issues are affected by geography.	**Analysis of Economic Issues**

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Content Standard 4.0: Human Systems –*Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and* ***interdependence****, and conflict and cooperation.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		4.2.7 Distinguish between wants and needs and describe how people fulfill them.	4.3.7 Compare the wants and needs of people in different countries and the means used to fulfill those wants and needs.	4.4.7 Compare the housing, health care, and education among the countries in North America.	**Patterns of Human Development**
		4.2.8 List different organizations to which people belong.	4.3.8 Describe the different purposes of various organizations (e.g., scouts, organized sports, 4-H).	4.4.8 Discuss why different geographic regions may have different types of organizations.	**Human Organizations**
		4.2.9 Identify places where cooperation and conflict takes place.	4.3.9 Describe how cooperation and conflict affect people and places.	4.4.9 Describe how cooperation and conflict affect people in different communities.	**Conflict and Cooperation**
					International Alliances and Organizations

Interdependence—People relying on each other in different places or in the same place for ideas, goods, and services.
Demographic—pertaining to the study of populations statistics, changes, and trends based on various measures of fertility (adding to a population), mortality (subtracting from a population), and migration (redistribution of a population).
Goods—merchandise, wares.
Services—Work done for others as an occupation or business.

Content Standard 5.0: Environment and Society—*Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	5.1.1 Identify ways students depend on their school environment.	5.2.1 Identify ways people depend on their local environments.	5.3.1 Identify ways people depend on their physical environments.	5.4.1 Illustrate a change that has taken place in the student's local environment.	**Changes in the Physical Environment**
		5.2.2 List typical human activities that take place in different physical environments.	5.3.2 Identify opportunities that different physical environments provide for human activities.	5.4.2 Locate physical similar environments that support similar human activity.	**Constraints of the Physical Environment**
			5.3.3 List tools, machines, or technologies that have changed the physical environment.	5.4.3 Locate several places whose physical environment has been altered by the same technology (e.g., clear-cutting of timber, mining, manufacturing).	**Technology and the Physical Environment**
		5.2.4 Identify how people shape the physical environment at home and school.	5.3.4 Compare different ways in which people alter the physical environment.	5.4.4 Use maps or photographs to document human modification of the physical environment.	**Human Modification**
					Effects of Natural Hazards on Human Systems
			5.3.6 Describe ways humans depend on natural resources.	5.4.6 Identify various natural resources found in their state or region.	**Earth's Resources**

Content Standard 5.0: Environment and Society—*Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			5.3.7 List examples of how people use and manage natural resources within the community.	5.4.7 List examples of how people use and manage natural resources within the state.	**Management of Earth's Resources**

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Content Standard 6.0: Geographic Applications—*Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			6.3.1 Use visual clues to determine when and where an event took place in the past.	6.4.1 Describe the physical setting of an historical event.	**Applying Geography in History**
		6.2.2 Discuss the location of major current events.	6.3.2 Identify the location of current events on a map.	6.4.2 Describe the physical setting of a cultural event.	**Applying Geography in Current Events**
			6.3.3 Recognize a geographic issue or theme that affects home, school, or community.	6.4.3 Identify and discuss the four geographic perspectives (spatial, ecological, economic, and historic).	**Applying Geography to Contemporary Issues**
		6.2.4 Plan a geographic change for a classroom or school (e.g., changing the location of furniture or students).	6.3.4 Brainstorm the possible geographic changes that could take place in the neighborhood or community.	6.4.4 Choose an environmental problem that affects their community and develop possible solutions.	**Applying Geography to the Future**

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Benchmark Geographic Skills—*Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.*

These are the geographic skills students should be able to do at each grade level.
These skills are woven into the Geography Performance Standards.

Grade K	Grade 1	Grade 2	Grade 3	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
GS.5.1 Ask appropriate geographic questions about geographic locations, spatial patterns, and their origin and significance.	GS.6.1 Ask questions about a geographic change that is taking place in their city or region.	GS.7.1 Write questions to promote discussion of a geographic issue.	GS.8.1 Identify and define geographic problems and issues by asking geographic questions.	GS.12.1 Plan and organize a geographic research project by asking appropriate geographic questions.	**Ask Geographic Questions**
GS.5.2 Locate and gather information from a variety of sources.	GS.6.2 Collect geographic facts from a physical region in their community.	GS.7.2 Research information on a selected geographic topic.	GS.8.2 Use a variety of research skills, including field work and computer resources, to collect geographic information.	GS.12.2 Locate and acquire a variety of primary and secondary information sources and assess the value of each.	**Acquire Geographic Information**
GS.5.3 Create and prepare maps, graphs, or charts to display geographic information.	GS.6.3 Create a diagram that will illustrate geographic information.	GS.7.3 Arrange geographic facts into a table for display.	GS.8.3 Create and prepare various forms of maps, graphs, diagrams, tables, or charts to organize geographic information.	GS.12.3 Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information.	**Organize Geographic Information**
GS.5.4 Investigate and interpret information from a variety of geographic sources.	GS.6.4 Outline and prioritize geographic information from a variety of geographic sources.	GS.7.4 Justify and defend the selection of geographic sources.	GS.8.4 Evaluate and analyze information obtained from a variety of geographic sources.	GS.12.4 Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations.	**Analyze Geographic Information**

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These are the geographic skills students should be able to do at each grade level.
These skills are woven into the Geography Performance Standards.

Grade K	Grade 1	Grade 2	Grade 3	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
GS.5.5 Draw a conclusion by presenting geographic information in the form of oral or written reports accompanied by maps or graphics.	GS.6.5 Utilize visual displays to support conclusions drawn about geographic information.	GS.7.5 Answer questions relating to student's presentation of geographic information.	GS.8.5 Make generalizations by developing and presenting combinations of geographic information to answer geographic questions.	GS.12.5 Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information.	**Present Geographic Information**

Content Standard 1.0: The World in Spatial Terms: *Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
1.5.1 Use maps and map features, including directional orientation, map symbols, and **grid** system, to identify and locate major geographic features in Nevada, the U.S., and the world.	1.6.1 Identify and locate Earth's major parallels and meridians	1.7.1 Use scale to compare maps and measure distance.	1.8.1 Use map elements including scale, **latitude** and **longitude**, and projection, to identify and locate physical and human features in Nevada, the U.S., and regions of the world.	1.12.1 Use a variety of **complex maps** to acquire geographic information (e.g., **topographic**, population, and **land use**).	**Map Use**
1.5.2 Identify the characteristics and purposes of maps and globes.	1.6.2 Identify different **map projections** (e.g., Robinson and Mercator).	1.7.2 Identify and use maps that represent countries by criteria other than area.	1.8.2 Compare and contrast the characteristics and purposes of several types of maps, map projections, and other geographic representations.	1.12.2 Select appropriate maps, map projections, and other representations to analyze and interpret geographic information.	**Map Selection**
1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.	1.6.3 Use maps, graphic representations, aerial photographs, satellite images, and computer resources to identify and locate Earth's physical and human systems.	1.7.3 Use maps, graphic representations, aerial photographs, satellite images, and computer resources to describe Earth's physical and human systems.	1.8.3 Use maps, graphic representations, aerial photographs, satellite images, and computer resources to compare Earth's physical and human systems.	1.12.3 Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems.	**Geographic Tools and Technologies**

Grid—A pattern of lines on a chart or map, such as those representing latitude and longitude.
Latitude—Location north or south of the equator measured by imaginary lines (parallels) numbered in degrees north or south.
Longitude—Location east or west of the prime meridian measured by imaginary lines (meridians) numbered in degrees east or west.
Map projections—A mathematical formula by which the lines of a global grid and the shapes of land and water bodies are transferred from a globe to a flat surface (e.g., Goode's Interrupted, Mercator, Robinson, Peter's).
Topographic—Detailed map illustrating selected physical and human features of a place.
Land use—The range of uses of Earth's surface made by humans. Uses are classified as urban, rural agricultural, forests, etc., with more specific sub-classifications useful for specific purposes (for example, low-density residential, light industrial, nursery crops).

Content Standard 1.0: The World in Spatial Terms: *Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
1.5.4 Construct maps and charts to display information about human and physical features.	1.6.4 Create a sketch map of geographical setting from a written narrative (e.g., *Incredible Journey, Island of the Blue Dolphins*).	1.7.4 Use data and a variety of symbols and colors to create a thematic map (e.g., population, rain fall).	1.8.4 Construct maps and charts to display information about human and physical features.	1.12.4 Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features.	**Map Construction**
1.5.5 Identify the purpose and summarize the content of maps of similar areas.	1.6.5 Use historical maps to discuss changes that have occurred in a place over time.	1.7.5 Identify the characteristics of maps that have changed over time.	1.8.5 Compare and contrast maps of similar areas for purpose, accuracy, content, and design.	1.12.5 Analyze maps for similarities and differences in purpose, accuracy, content, and design.	**Map Analysis**
1.5.6 Answer **spatial** questions using basic geographic vocabulary.	1.6.6 Use a map of the community to discuss a local geographic issue (e.g., location of school, park, and highway).	1.7.6 Identify and describe how maps are used in different occupations.	1.8.6 Make and defend a spatial decision using basic geographic vocabulary and concepts.	1.12.6 Apply concepts and models of **spatial organization** to make decisions about geographic information.	**Map Applications**

Complex maps—See special purpose maps.
Spatial—Pertains to space on Earth's surface; refers to distances, directions, areas, and other aspects of space.
Spatial organizations—The mode in which Earth space is structured.

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Content Standard 2.0: Places and Regions—*Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
2.5.1 Describe physical and human features and cultural characteristics of places and regions.	2.6.1 Locate examples of land forms that define the **political boundaries** of their state or region.	2.7.1 Locate examples of imaginary lines that define the political boundaries of their state or region.	2.8.1 Describe the relationship between physical and human features, such as landforms and political boundaries.	2.12.1 Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.	**Characteristics of Places and Regions**
2.5.2 Identify examples in a community or region that reflect cultural identity.	2.6.2 Identify and locate examples of cultural regions found within the United States (e.g. Amish, Cajun).	2.7.2 Identify and locate examples of world cultural regions (e.g. Latin America, Middle East).	2.8.2 Relate how places and regions are important to the expression of cultural identity.	2.12.2 Explain why places and regions are important to cultural identity and can serve as forces for both **unification** and **fragmentation**.	**Cultural Identity**
2.5.3 Describe the characteristics of the community and the state from different perspectives.	2.6.3 Discuss how the same issue is perceived by different cultural groups.	2.7.3 Identify cultural characteristics that help define how people view a place or regions.	2.8.3 Compare how cultural characteristics affect different points of view with regard to places and regions.	2.12.3 Compare and contrast the characteristics of places and regions from different points of views.	**Cultural Perspectives**
2.5.4 Identify the effects of the use of technology in the community.	2.6.4 Choose a technology and examine the different stages of its development (e.g., transportation, communication).	2.7.4 Describe the impact of the Industrial Revolution on different regions within the U.S.	2.8.4 Describe ways in which technology affects how cultural groups use places and regions.	2.12.4 Determine how technology affects the way cultural groups perceive and use places and regions.	**Impact of Technology**

Political boundaries—The limit or extent within which a system exists or functions (e.g., governments of cities, counties, states, countries).
Unification—The act of combining into one.
Fragmentation—Breaking a part away from the whole.

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Content Standard 2.0: Places and Regions—*Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
2.5.5 Identify and describe the locations of historical events.	2.6.5 Describe a physical region that has had an impact on human activities.	2.7.5 Locate and define boundaries of an historic movement.	2.8.5 Explain the role **regions** have played in selected historical events.	2.12.5 Analyze selected historical issues and questions using the geographic concept of regions.	**History and Region**
2.5.6 Describe how the community and the state change over time.	2.6.6 Describe the impact that change in your community or state have had on its environment or population.	2.7.6 Identify how the physical and **human characteristics** of a famous place can change over time.	2.8.6 Describe how and why regions change over time.	2.12.6 Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes.	**Patterns of Change**
2.5.7 Identify the criteria used to define different types of regions.	2.6.7 Give examples of how geographers create regions to help organize information about people and places.	2.7.7 Describe a unique cultural event that helps define a particular place or region.	2.8.7 Apply the concept of region to examine current events.	2.12.7 Apply the concept of region to organize and study a geographic issue.	**Applying Concepts of Regions**

Region—An area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas.
Human characteristics—Features and patterns on Earth's surface created by humans.

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Content Standard 3.0: Physical Systems—*Students understand how physical processes shape Earth's surface patterns and ecosystems.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
3.5.1 Identify the components of each of Earth's four basic physical systems: **atmosphere**, **lithosphere**, **hydrosphere**, and **biosphere**.	3.6.1 Explain how conditions in the atmosphere can affect those on the lithosphere.	3.7.1 Compare the amount of water found within the hydrosphere of both the eastern and western U.S.	3.8.1 Explain how the physical processes within each of the four basic systems (atmosphere, lithosphere, hydrosphere, and biosphere) influence the Earth's surface.	3.12.1 Describe and analyze how interactions of the four basic physical systems (atmosphere, biosphere, lithosphere, and hydrosphere) affect different regions of the U.S. and the world.	**Physical Systems**
3.5.2 Define and give examples of natural hazards.	3.6.2 Characterize natural hazards into one of the earth's four basic physical systems from which they can originate.	3.7.2 Give an example of a place that has been altered by a natural hazard.	3.8.2 Explain how natural hazards alter Earth's environments.	3.12.2 Describe the causes and consequences of natural hazards that shape features and patterns on the Earth.	**Natural Hazards**
3.5.3 Identify the parts of different ecosystems, including soil, climate, plant life, and animal life.	3.6.3 Describe characteristics of a specific ecosystem.	3.7.3 Compare the characteristics of the earth's four major land biomes (i.e., tundra, forest, grassland, and desert).	3.8.3 Describe the interdependence among soil, climate, plant life, and animal life within ecosystems.	3.12.3 Analyze the effects of physical and human forces on interdependence within ecosystems.	**Characteristics of Ecosystems**

Atmosphere—The envelope of gases, aerosols, and other materials that surrounds Earth and is held close by gravity. The gases are predominantly nitrogen, oxygen, argon, and carbon dioxide and include much smaller percentages of helium, methane, and hydrogen.
Lithosphere—The uppermost portion of the solid Earth, including the soil, land, and geologic formations.
Hydrosphere—The water realm of Earth, which includes water contained in the oceans, lakes, rivers, ground, glaciers, and water vapor in the atmosphere.
Biosphere—The realm of Earth that includes all plant and animal life forms.

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Content Standard 3.0: Physical Systems—*Students understand how physical processes shape Earth's surface patterns and ecosystems.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
3.5.4 Locate and describe various ecosystems of Earth.	3.6.4 Describe the biodiversity of various ecosystems on earth.	3.7.4 Investigate the productivity of various ecosystems on earth.	3.8.4 Compare and contrast the biodiversity and productivity of various ecosystems on Earth.	3.12.4 Analyze the biodiversity, distribution, and productivity of ecosystems across Earth's surface.	**Distribution of Ecosystems**
3.5.5 Investigate an ecosystem by asking and answering geographic questions.	3.6.5 Describe the changes take place in an ecosystem over time (e.g., due to plant succession, fire, pollution).	3.7.5 Collect and organize physical samples.	3.8.5 Formulate a hypothesis about the changing nature of an ecosystem and use appropriate research skills to draw conclusions.	3.12.5 Propose solutions to environmental problems using the concept of ecosystems.	**Analysis of Ecosystems**

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Content Standard 4.0: Human Systems –*Students understand how economic, political, and cultural processes interact to shape patterns of human* ***migration*** *and settlement, influence and interdependence, and conflict and cooperation.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
4.5.1 Explain differences in population distribution within Nevada and the United States.	4.6.1 Recognize common demographic trends within Nevada and the United States.	4.7.1 Identify key demographic categories used to compare populations.	4.8.1 Describe the characteristics of different populations through the use of key demographic concepts.	4.12.1 Analyze demographic trends in world population.	**Demographic Concepts**
4.5.2 List the causes and effects of human migration and settlement.	4.6.2 Describe changes that occur in a place due to human migration.	4.7.2 Describe changes that will occur in a place due to human settlement.	4.8.2 Define the reasons for human migration and **settlement** and explain the effects on places and **cultures**.	4.12.2 Evaluate the impact of migration and settlement on physical and human systems.	**Migration and Settlement**
4.5.3 List examples of historical movements of people, goods, and ideas.	4.6.3 Discuss changes in the historical movement of people and goods.	4.7.3 Explain changes in the historical movement of ideas.	4.8.3 Describe how history has been affected by the movement of people, goods, and ideas.	4.12.3 Analyze how history has been affected by the movement of people, goods, and ideas.	**Historical Movement of People, Goods, and Ideas**
4.5.4 Describe the differences among rural, **suburban**, and **urban** migration and settlements.	4.6.4 Identify the patterns of local and state migration and settlement.	4.7.4 Compare the patterns of migration and settlement within the United States.	4.8.4 Identify the different patterns of migration and settlement in developing and **developed countries**.	4.12.4 Compare the characteristics and patterns of migration and settlement in developing and developed countries.	**Patterns of Human Settlement**
4.5.5 Identify the location of various economic goods and describe their movement between states and countries.	4.6.5 Explain the geographic reasons why states and countries trade with each other.	4.7.5 Explain how the physical and human geography of regions influences their economic activities.	4.8.5 Describe the factors that influence the location and distribution of economic activities.	4.12.5 Analyze how location and distance connect and influence economic systems at local, national, and international levels.	**Economic Systems and Interdependence**

Suburban—Pertaining to the culture, manners, and customs of a residential area outlying a city.

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Urban—Related to a city or densely populated area.
Settlement pattern—The spatial distribution and arrangement of human habitations, including rural and urban centers.
Culture—Learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods—food, clothing, buildings, tools, and machines.
Developing countries—A country in the process of becoming industrialized.
Migration—The act or process of people movement form one place to another with the intent of staying at the destination permanently or for a relatively long period of time.

Content Standard 4.0: Human Systems –*Students understand how economic, political, and cultural processes interact to shape patterns of human* ***migration*** *and settlement, influence and interdependence, and conflict and cooperation.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
4.5.6 Investigate an economic issue by asking and answering geographic questions.	4.6.6 Identify regions that depend on a primary economic activity.	4.7.6 Create a map illustrating the source and movement of an economic product.	4.8.6 Identify a regional or international economic issue and explain it from a **spatial perspective**.	4.12.6 Analyze and evaluate international economic issues from a spatial perspective.	**Analysis of Economic Issues**
4.5.7 Compare differences in the economic development and quality of life among the countries in North America.	4.6.7 Create a map showing the locations of both developed and **developing countries** and explain the pattern of human development.	4.7.7 Identify and list characteristics of both developed and developing countries.	4.8.7 Compare the elements of economic development and quality of life between developing and developed countries.	4.12.7 Relate the level of economic development to the quality of life in developing and developed countries.	**Patterns of Human Development**
4.5.8 Classify cultural, political, and economic organizations.	4.6.8 Use a map to locate the headquarters of various cultural, political, and economic organizations.	4.7.8 Compare and contrast the different purposes of cultural, political, and economic organizations.	4.8.8 Compare and contrast changes in cultural, political, and economic organizations over time.	4.12.8 Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations.	**Human Organizations**
4.5.9 Explain how and why people divide Earth's surface into a variety of territorial units.	4.6.9 Create a map to illustrate an example of political boundaries.	4.7.9 Compare maps that illustrate the overlapping nature of political and cultural boundaries.	4.8.9 Compare how conflict and cooperation among people contribute to political, economic, and cultural divisions on Earth's surfaces.	4.12.9 Analyze how different cultures, points of view, and self interests influence conflict and cooperation over territory and resources.	**Conflict and Cooperation**
			4.8.10 Identify international **alliances** and organizations that influence conflict and cooperation among independent nations.	4.12.10 Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations.	**International Alliances and Organizations**

Trans-regional alliances—political and economic alliances between states that transcend traditional cultural regions (e.g., Organization of African Unity).
Spatial perspective—The point of view that emphasizes the essential issue of place, embodied in specific questions such as *Where is it? Why is it there?*, as a fundamental dimension of human experience.

Content Standard 5.0: Environment and Society—*Students understand the effects of interactions between human and physical systems and the changes in use, **distribution**, and importance of resources.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
5.5.1 Describe ways in which changes in the physical environment affect humans.	5.6.1 Use maps or photographs to document changes in the physical environment.	5.7.1 Investigate changes in the physical environment that could have an impact on humans.	5.8.1 Describe and predict the regional or global impact of changes in the physical environment.	5.12.1 Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.	**Changes in the Physical Environment**
5.5.2 Discuss the constraints physical environments place on human activities.	5.6.2 Describe a specific opportunity provided by a particular physical environment.	5.7.2 Explain a specific constraint on a physical environment that impacts human activity.	5.8.2 Compare and contrast the opportunities and constraints that the physical environment places on human activity.	5.12.2 Evaluate strategies to respond to constraints placed on human systems by the physical environment.	**Constraints of the Physical Environment**
5.5.3 Give examples of how the physical environment has been changed by technology.	5.6.3 Explain how a local industry has accelerated change in the physical environment.	5.7.3 Give examples of how an improved technology has accelerated change in the physical environment.	5.8.3 Explain the role of technology in the human modification of the physical environment.	5.12.3 Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.	**Technology and the Physical Environment**
5.5.4 Explain how human modification of the physical environment in one place can lead to changes in other places.	5.6.4 Explore the impact of human modification of the physical environment on the people who live there.	5.7.4 Identify patterns in the physical environment caused by human activity.	5.8.4 Describe the patterns of change caused by human modification of the physical environments.	5.12.4 Develop possible responses to changes caused by human modification of the physical environment.	**Human Modification**

Distribution—The arrangement of items over a specified area (synonymous with spatial distributions).

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Content Standard 5.0: Environment and Society—*Students understand the effects of interactions between human and physical systems and the changes in use,* ***distribution****, and importance of resources.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
5.5.5 Describe how **natural hazards** affect human activity.	5.6.5 Identify natural hazards that are common to different regions of the United States or the world.	5.7.5 Research a specific natural hazard and document its effects on human systems	5.8.5 Describe how humans prepare for and react to natural hazards.	5.12.5 Analyze human **perception** of and response to natural hazards.	**Effects of Natural Hazards on Human Systems**
5.5.6 Describe the patterns of distribution and use of Earth's resources.	5.6.6 Explain how natural resources help people create other products and industries.	5.7.6 Create map showing the distribution of a selected natural resource.	5.8.6 Identify and locate examples of **renewable** and non-renewable natural **resources**.	5.12.6 Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources.	**Earth's Resources**
5.5.7 Identify different ways people in several areas of the world use the same resources.	5.6.7 Describe how earth's resources can be modified to create wealth.	5.7.7 Research and document the economic impact of selected resources on a county or region.	5.8.7 Select a resource and evaluate different viewpoints regarding its use.	5.12.7 Develop policies for the use and management of Earth's resources that consider the various interests involved.	**Management of Earth's Resources**

Natural Hazards—An event in the physical environment, such as a hurricane or earthquake, that is destructive to human life and property.
Perception—The feelings, attitudes, and images people have of different places, peoples, and environments. The images people have in their heads of where places are located are called perceptual or mental maps.
Renewable resource—An aspect that can be regenerated if used carefully (for example, fish, timber).

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Content Standard 6.0: Geographic Applications—*Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
6.5.1 Describe how people and places have influenced events in the past.	6.6.1 Identify **resources** that have played a role in historical events or movements.	6.7.1 Identify and discuss strategic geographic locations which have played a **pivotal** role in historic events.	6.8.1 Explain how different characteristics of people, places, and resources have affected events and conditions in the past.	6.12.1 Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.	**Applying Geography in History**
6.5.2 Use current events to ask and answer geographic questions.	6.6.2 Identify resources that are playing a role in current events.	6.7.2 Explain how physical geography of a place or region can influence current events.	6.8.2 Select a current event and relate it to the physical and human characteristics of place.	6.12.2 Relate current events to the physical features and human characteristics of places and regions.	**Applying Geography in Current Events**
6.5.3 Research a contemporary issue using geographic skills and perspectives.	6.6.3 Discuss a geographic issue from more than one point of view.	6.7.3 Debate a geographic issue or theme that affects their state, region, or economy.	6.8.3 Examine a contemporary issue using geographic knowledge, skills, and perspectives.	6.12.3 Evaluate a contemporary issue using geographic knowledge, skills, and perspectives.	**Applying Geography to Contemporary Issues**
6.5.4 Describe a local geographic issue and the possible effects it will have in the future.	6.6.4 Describe how human actions could modify future conditions on earth.	6.7.4 Explain how the earth's physical **systems** will alter its surface in the future.	6.8.4 Describe several future outcomes for a geographic issue and defend one possible solution.	6.12.4 Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions.	**Applying Geography to the Future**

Resource—An aspect of the physical environment that people value and use to meet a need for fuel, food, and industrial product, or something else of value.
Pivotal—Describes essential component that determines the effect of something.
Systems—A collection of entities that are linked and interrelated such as hydrologic cycle, cities, and transportation modes.

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Performance Level Descriptors
Geography
Grade 2

Content Standard 1.0	*Geography-Map Use: The World in Spatial Terms. Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.*
EXCEEDS STANDARD	• Consistently identify and explain the map titles and map symbols on a variety of maps. • Compose an appropriate title and design a key containing more than three symbols. • Explain the purpose of what a map or globe represents. • Distinguish when to use a map or a globe. • Recognize the same features, including simple landforms and bodies of water, on maps, globes, and photographs. • Design pictographs and bar graphs, using graph paper, from simple information. • Independently recognize spatial patterns on a map.
MEETS STANDARD	• Identify the map title and map symbols on a variety of maps. • Choose a title and construct a key from three given map symbols. • Describe what a map or globe represents. • Identify the difference between a map and globe. • Recognize simple landforms and bodies of water on maps, globes, and photographs. • Obtain simple information from bar graphs and pictographs. • Identify spatial patterns on a map by recognizing repetition of symbols or features.
APPROACHES STANDARD	• Have difficulty independently identifying map title and map symbols on simple maps. • Inconsistently choose a map title and construct a key from given symbols. • Inaccurately describe what a map or globe represents. • Have difficulty identifying the difference between a map and a globe. • Inconsistently recognize landforms and bodies of water on maps, globes, and photographs. • Inaccurately read information from bar graphs and pictographs. • Inconsistently recognize repetition of symbols or features on a map.
BELOW STANDARD	• Identify map title and simple map symbols with teacher assistance. • Are unable to choose a map title or construct a key from given symbols. • Are unable to describe what a map or globe represents. • Identify that a map is flat and a globe is round. • Recognize simple landforms or bodies of water on maps, globes, or photographs with teacher assistance. • Recognize information on bar graphs and pictographs with teacher assistance. • Are unable to recognize repetition of symbols or features on a map.

Performance Level Descriptors
Geography
Grade 3

Content Standard 1.0 — *Geography-Map Use: The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments*	
EXCEEDS STANDARD	• Independently and consistently use cardinal directions. Identify and use intermediate directions on a compass rose to locate places on a map. • Select and explain why a map or globe is appropriate for a given task. • Generate own representations of geographic information using maps, globes, photographs, and graphs. • Effectively design and construct a detailed map, including an appropriate title, elaborate map key, and a compass rose that includes cardinal and intermediate directions. • Independently and consistently recognize different types of maps and may identify the different purposes of each. • Thoroughly explain and consistently identify spatial patterns on a variety of maps.
MEETS STANDARD	• Identify and use the cardinal directions (N, S, E, W) on a compass rose to locate places on a map. • Select the appropriate map or globe for a given task. • Answer detailed geographic questions using maps, globes, photographs, and graphs. • Independently construct a simple map, including an appropriate title, a minimum of five symbols in the map key, and a compass rose showing the cardinal directions. • Recognize and differentiate among physical maps, political maps, and special purpose/thematic maps. • Identify and explain the significance of spatial patterns on a map, such as population distribution in rural and urban areas.
APPROACHES STANDARD	• Demonstrate some sense of the cardinal directions but inconsistently identify locations on a map. • Inconsistently select the appropriate map or globe for a given task. • Answer general questions using maps, globes, photographs, and graphs. • Construct a simple map with assistance that may contain errors but includes appropriate title, symbols, and directions. • Inconsistently recognize physical maps, political maps, and special purpose/thematic maps. • Identify spatial patterns on a map but cannot explain or demonstrate an understanding of the patterns.
BELOW STANDARD	• Inconsistently identify or use the cardinal directions on a compass rose to locate places on a map. • Cannot select the appropriate map or globe for a given task. • Lack ability to use maps, globes, photographs, or graphs to collect geographic information. • Construct a simple map with teacher assistance that may contain errors in the title, symbols, and directions. • Cannot recognize the differences among physical maps, political maps, or special purpose/thematic maps. • Lack ability to identify or explain spatial patterns on a map.

Performance Level Descriptors
Geography
Grade 5

Content Standard 1.0	*Geography-Map Use: The World in Spatial Terms. Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.*
EXCEEDS STANDARD	• Use a variety of maps and map features, including directional orientation, map symbols, and grid system, to identify and locate detailed geographic features in Nevada, the U.S., and the world, given a specific problem-solving task. • Identify and interpret the characteristics and purposes of maps, globes, and other geographic representations used in narrative or visual display. • Compare and contrast similar information from photographs, maps, globes, and graphs from computer resources. • Design maps and charts to depict greater detail about human and physical features. • Interpret and analyze the content of maps of similar areas, making inferences and drawing conclusions. • Respond to spatial questions, using detailed geographic vocabulary.
MEETS STANDARD	• Use maps and map features, including directional orientation, maps symbols, and grid system to identify and locate major geographic features in Nevada, the U.S., and the world. • Identify the characteristics and purposes of maps, globes, and other geographic representations. • Read and derive information from photographs, maps, globes, and graphs from computer resources. • Construct maps and charts to adequately display information about human and physical features, including landforms, weather and climate, bodies of water, vegetation and soils, population distribution, languages, housing, and economic activities. • Identify the purpose and summarize the content of maps of similar areas. • Answer spatial questions using basic geographic vocabulary.
APPROACHES STANDARD	• Use simple maps and map features, including directional orientation, map symbols, and grid system to identify and locate major geographic features in Nevada, the U.S., and the World. • Inconsistently identify the characteristics and purposes of maps, globes, and other geographic representations. • Read and derive geographic information from only a few sources, with teacher assistance. • Construct maps and charts to display information about human and physical features, but omit some key elements. • Identify the purpose of maps but will have difficulty summarizing the content of maps of similar areas. • Have difficulty answering spatial questions using basic geographic vocabulary.
BELOW STANDARD	• Use simple maps and map features, including directional orientation and maps symbols, to identify and locate major geographic features in Nevada, the U.S., and the world, with teacher assistance. • Have difficulty identifying the characteristics and purposes of maps and globes, with teacher assistance. • Read and derive geographic information from only a few sources. • Inadequately construct maps and charts to display limited information about human and physical features. • Identify only the purpose of maps without summarizing the content. • Lack basic geographic vocabulary to answer spatial questions.

Performance Level Descriptors
Geography
Grade 8

Content Standard 1.0	*Geography-Map Use: The World in Spatial Terms. Students use maps, globes, and other geographic tools and technologies to locate and observe information about people, places, and environments.*
EXCEEDS STANDARD	• **Independently and consistently use maps and map skills, including scale, latitude and longitude,** and projections, to identify and locate major geographic features in Nevada, the U.S., and regions of the world. • Select the appropriate types of maps, map projections, and other geographic representations for a given task. • Select independently the most appropriate maps, geographic representations, aerial photographs, satellite images, or computer resources to compare Earth's physical and human systems. • Evaluate the effectiveness of maps or charts used to display information about physical and human features. • Evaluate and interpret maps of similar areas for purpose, accuracy, content and design. • Make and defend a spatial decision applying advanced geographic vocabulary and concepts.
MEETS STANDARD	• Use maps and maps skills, including scale, latitude and longitude, and projections, to identify and locate physical and human features in Nevada, the U.S., and regions of the world. • Compare and contrast the characteristics and purposes of several types of maps, map projections, and other geographic representations. • Use maps, graphic representations, aerial photographs, satellite images, and computer resources to compare Earth's physical and human systems. • Construct maps and charts to display information about human and physical features. • Compare and contrast maps of similar areas for purpose, accuracy, content, and design. • Make and defend a spatial decision applying basic geographic vocabulary and concepts (e.g., location of new schools, shopping centers, landfills).
APPROACHES STANDARD	• Use maps and map skills with teacher assistance, including scale, latitude and longitude, and projection, to identify and locate physical and human features in Nevada, the U.S., and regions of the world. • Identify with teacher assistance the characteristics and purposes of several types of maps, map projections, and other geographic representations. • Use with teacher assistance different geographic resources to compare Earth's physical and human systems. • Construct simple maps and charts, but may display inaccurate information about physical and human features. • Compare and contrast maps of the same area for purpose, content, and design. • Make a spatial decision using basic geographic vocabulary without rationale or application of geographic concepts.
BELOW STANDARD	• Lack ability to use scale, latitude or longitude, or projection, to identify or locate any physical or human features on a map. • Lack ability to compare or contrast the characteristics or purposes of different types of maps or map projections. • Cannot use different geographic resources to compare Earth's physical and human systems. • Construct maps or charts with teacher assistance to display information about physical and human features. • Have difficulty comparing and contrasting maps of the same area for purpose, content, or design. • Demonstrate limited understanding of basic geographic vocabulary and concepts.

Performance Level Descriptors
Geography
Grade 12

Content Standard 1.0 — *Geography-Map Use: The World in Spatial Terms. Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.*	
EXCEEDS STANDARD	• Consistently employ a variety of complex maps to organize and analyze geographic information relating to specific topics. • Select and justify the use of appropriate maps, map projections, and other representations to analyze and apply geographic information. • Select and prioritize the use of appropriate geographic tools and technologies, such as cartograms, climagraphs, population pyramids, and Geographic Information Systems, to analyze and interpret Earth's physical and human systems. • Consistently construct complex, accurate maps, charts, and models from memory to answer questions about human and physical features and compare student maps with published maps to determine validity. • Analyze and critique maps for similarities and differences in purpose, accuracy, content , and design in order to justify appropriate use. • Predict outcomes by applying concepts and models of spatial organization to geographic issues.
MEETS STANDARD	• Independently use a variety of complex (e.g., topographic, population, and land use) maps to acquire geographic information. • Select appropriate maps, map projections, and other representations to analyze and interpret geographic information. • Use appropriate geographic tools and technologies, such as cartograms, climagraphs, population pyramids, and Geographic Information Systems, to analyze and interpret Earth's physical and human systems. • Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features. • Analyze maps for similarities and differences in purpose, accuracy, content, and design. • Apply concepts and models of spatial organization to make decisions about geographic information.
APPROACHES STANDARD	• Use both physical and political maps to acquire geographic information. • Acquire geographic information from teacher-selected maps, map projections, and other representations. • Use simple geographic tools and technologies, such as climagraphs and population pyramids, with teacher assistance to acquire information about Earth's physical and human systems. • Construct simple, accurate maps from memory to answer questions about the location of human and physical features. • Identify the similarities and differences in the purpose and content of maps. • Recognize concepts and models of spatial organization but lack ability to make decisions about geographic information.
BELOW STANDARD	• Use simple physical and political maps to recognize geographic information, with teacher assistance. • Recall geographic information from teacher-selected maps, map projections, or other representations. • Use basic geographic tools such as charts and graphs to locate information about Earth's physical and human systems. • Construct simple maps from memory which may contain inaccurate elements. • Cannot consistently identify similarities or differences in purpose or content of maps. • Recognize a simple model of spatial organization with teacher assistance.

Performance Level Descriptors
Geography
Grade 2

Content Standard 2.0 - *Places and Regions - Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and the patterns of change.*	
EXCEEDS STANDARD	• **Identify four or more basic types of landforms and bodies of water.** • Compare and contrast traditions and customs that families practice. • Give examples of how technology has affected students' lives. • Describe changes that have occurred over time at home, at school, or in the neighborhood. • Describe how the different areas in the home of classroom are used.
MEETS STANDARD	• Identify two basic types of landforms and bodies of water. • Identify four traditions and customs that other families practice. • Give four examples of how technology is used in the home and classroom. • Identify changes that have occurred over time at home, at school, or in the neighborhood. • Identify five areas that have different purposes in the home or classroom.
APPROACHES STANDARD	• Identify basic types of landforms and bodies of water with teacher assistance. • Identify two traditions and customs that other families practice. • Give two examples of how technology is used in the home and classroom. • Arrange pictures in sequence to represent how changes have occurred over time at home, at school, or in the neighborhood. • Identify two areas that have different purposes in the home or classroom.
BELOW STANDARD	• Inconsistently identify basic types of landforms or bodies of water with teacher assistance. • Identify traditions or customs practiced by their own families. • Give one example of how technology is used in the home. • Arrange pictures in sequence with teacher assistance to identify that changes have occurred over time in different locations. • Sort simple articles with teacher assistance to match their purpose with the appropriate area in the home.

Performance Level Descriptors
Geography
Grade 3

Content Standard 2.0 — *Places and Regions — Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of change.*	
EXCEEDS STANDARD	• **Identify and compare the differences among physical features, such as landforms, weather and climate, bodies of water, vegetation and solid, and human features, such as population distribution, languages, types of housing, and types of economic activities, utilizing a variety of visual materials, data sources, and narrative.** • Explain the similarities and differences among language, music, stories, and art as an expression of different cultures. • Compare and contrast how people view their own community with other communities. • Analyze how and why communities use different types of technology. • Identify a historic landmark and explain the significance of the event that took place there. • Create timelines or other pictorial representations that depict changes that occur in the same place over time. • Produce a map or visual representation depicting the necessary elements of a neighborhood or community.
MEETS STANDARD	• Observe and describe the differences among physical features, such as landforms, weather and climate, bodies of water, vegetation and soils, and human features, such as population distribution, languages, types of housing, and types of economic activities, utilizing a variety of visual materials, data sources, and narratives. • Identify and distinguish among expressions of different cultures by examining language, music, stories, and art. • Identify and discuss how people view their own community. • Identify, list, and compare how communities use different types of technology. • Identify a historic landmark and describe the event that took place there. • Sequence chronologically timelines or other pictorial representations that depict changes that occur in the same place over time. • Identify and categorize where people live, work, and play within their neighborhood or community.
APPROACHES STANDARD	• Demonstrate a limited understanding of the differences among physical features, such as landforms, weather and climate, bodies of water, vegetation and soils, and human features, such as population distribution, languages, types of housing, and types of economic activities, utilizing visual materials. • Exhibit limited understanding of culture after comparing language, music, stories, and art with teacher assistance. • Identify how they personally view their community. • Create incomplete listing of how communities use different types of technology and compare only with teacher assistance. • Identify a historic landmark but have difficulty describing the event that took place there. • Sequence timelines or other pictorial representations that depict changes that occur in the same place over time, with teacher assistance. • Sort by appropriate type activities that illustrate where people live, work, and play within their neighborhood or community.
BELOW STANDARD	• Distinguish between physical and human features. • Confuse different aspects of culture, including language, music, stories, or art. • Cannot identify their view of the community. • Identify simple types of technology within communities. • Identify a historic landmark but lack knowledge of the event that took place there. • Sequence simple pictorial representations that depict changes that occur in the same place over time. • Sort with teacher assistance simple activities that illustrate where people live, work, and play within their neighborhood or community.

Performance Level Descriptors
Geography
Grade 5

Content Standard 2.0	*Places and Regions – Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.*
EXCEEDS STANDARD	• **Compare and contrast physical and human features and cultural characteristics of several places illustrated in a narrative or visual display.** • Independently research to find examples in a community or region that reflect unique cultural attributes. • Compare and contrast the characteristics of different communities and states from a variety of perspectives. • Demonstrate extensive knowledge of the effects of the use of technology in the community. • Independently identify and describe in detail the location and relevance of historical events. • Understand how the community and state change over time, giving examples that use a timeline, pictorial representation, narrative summary, or interview. • Independently use a variety of descriptive criteria to identify and define different types of regions.
MEETS STANDARD	• Identify and list physical and human features and cultural characteristics of places. • Identify examples in a community or region that reflect cultural identity. • Describe the characteristics of the community and the state from different perspectives. • Identify the effects of the use of technology in the community. • Identify and describe the location of historical events. • Describe how the community and the state change over time. • Identify the criteria used to define different types of regions.
APPROACHES STANDARD	• Identify physical and human features, but have difficulty with cultural characteristics of places. • Identify simple examples of a community's cultural identity with teacher assistance. • Describe simple characteristics of the community and the state from a singule perspective. • Identify simple examples of the use of technology and their affects in the community. • Identify and describe the location of historical events, with teacher assistance. • Recognize obvious, but not subtle, changes within the community or state over time. • Identify simple criteria with teacher assistance to define different types of regions.
BELOW STANDARD	• Demonstrate little or no knowledge of physical and human features or cultural characteristics of places. • Cannot identify any community examples of cultural identity. • Describe with teacher assistance simple characteristics of the community. • Identify simple examples of technology in the community. • Require teacher assistance to identify the location of historical events. • Require teacher assistance and a pictorial display to identify obvious physical changes within the community over time. • Use simple information with teacher assistance to identify different types of regions.

Performance Level Descriptors
Geography
Grade 8

Content Standard 2.0 — *Places and Regions - Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes*	
EXCEEDS STANDARD	• **Explain the relationships that exist between the physical and human features of places and regions.** • Evaluate the characteristics of places and regions as they relate to the expression of cultural identity. • Compare and contrast a place or region from the points of view of various cultures. • Predict ways in which technology will affect how cultural groups will use places and regions in the future. • Evaluate the role regions play in historical events. • Predict how and why a region will change over time. • Apply the concept of region to examine a selected current event, understand its past, and predict its future course.
MEETS STANDARD	• Describe the relationship between physical and human features, such as landforms and political boundaries. • Explain how places and regions are important to the expression of cultural identity. • Compare how cultural characteristics affect different points of view with regard to places and regions. • Describe ways in which technology affects how cultural groups use places and regions. • Explain the role regions play in historical events. • Describe how and why regions change over time. • Apply the concept of region to examine current events.
APPROACHES STANDARD	• Identify physical and human features and describe the relationship between the two with teacher assistance. • Match a region or place to an appropriate cultural group or expression of cultural identity. • Identify differing cultural perspectives, but cannot describe their affects on perceptions of places and regions. • Identify the forms of technology used by different cultural groups but cannot describe their impact on different places and regions. • Identify the regions in which certain historical events occurred. • Identify the changes that have occurred in a region over time. • Describe the current events occurring in a certain region and, with teacher assistance, apply the concept of region to that description.
BELOW STANDARD	• Cannot describe the relationship between physical and human features. • Match a region or place to an appropriate cultural group or expression of cultural identity, with teacher assistance. • Demonstrate limited knowledge of different cultural characteristics. • Describe simple forms of technology used by different cultural groups. • Match the regions in which major historical events occurred, with teacher assistance. • Identify simple changes that have occurred in a region over time. • Describe the current events occurring in a certain region with teacher assistance.

Performance Level Descriptors
Geography
Grade 12

Content Standard 2.0	*Places and Regions – Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes*
EXCEEDS STANDARD	• **Predict and evaluate the consequences of how relationships between humans and the physical environment lead to the development of and connections among places and regions.** • Develop a model that describes the features of places and regions that contribute to cultural identity and categorizes the resulting unification and fragmentation. • Analyze significant conclusions drawn from the evaluation of the characteristics of places and regions from different points of view. • Predict how technology will affect the way cultural groups will perceive and use places and regions in the future and compare this perception and use to the past. • Analyze historical issues and answer questions using the geographic concept of regions, and on that basis, predict possible future trends within the region. • Analyze the different sets of criteria used over time to define a given place or region and predict the next criteria that will be applied, applying and extending the appropriate pattern of change. • Apply the concept of region to organize and study a geographic issue, predicting how other forces in the region will impact the issue.
MEETS STANDARD	• Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions. • Explain why places and regions are important to cultural identity and serve as forces for unification and fragmentation. • Compare and contrast the characteristics of places and regions from different points of view. • Determine how technology affects the way cultural groups perceive and use places and regions. • Analyze historical issues and answer questions using the geographic concept of regions as the central rationale. • Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate the patterns of change. • Apply the concept of region to organize and study a geographic issue.
APPROACHES STANDARD	• Identify how relationships between humans and the physical environment lead to connections among places. • Describe why and how places and regions are important to cultural identity, either by unification or fragmentation. • Describe the characteristics of places and regions from one point of view. • Describe how technology affects the way people use places and regions. • Identify historical issues and questions that utilize the geographic concepts of regions. • Identify the different sets of criteria used to define a given place or region over time. • Use the concept of region to describe a geographic issue.
BELOW STANDARD	• Identify relationships between humans and the physical environment. • Recall with teacher prompting why places and regions are important to cultural identity. • Identify simple characteristics of places and regions. • Give an example of how technology affects the way people use places and regions. • Describe with teacher assistance an historic issue that utilizes the geographic concept of region. • List simple criteria used to define a given place or region. • Identify with teacher assistance a geographic issue specific to a region.

Performance Level Descriptors
Geography
Grade 2

Content Standard 3.0 *Physical Systems. Students understand how physical processes shape Earth's surface patterns and ecosystems.*	
EXCEEDS STANDARD	• Predict the weather conditions for several days ahead during each of the traditional four seasons in the community. • Construct a model of a simple ecosystem, including the basic elements of air, water, weather, food, shelter, and animal and plant life.
MEETS STANDARD	• Recognize and describe the weather conditions typical to each of the traditional four seasons in the community. • Label the basic elements of an ecosystem, including air, water, weather, food, shelter, and animal and plant life, on a simple diagram.
APPROACHES STANDARD	• Identify pictures of weather conditions for each of the traditional four seasons in the community. • Select from a list the basic elements of a simple ecosystem, including air, water, weather, food, shelter, and animal and plant life.
BELOW STANDARD	• Name the four traditional seasons with teacher prompting. • Recall an element of a simple ecosystem.

Performance Level Descriptors
Geography
Grade 3

Content Standard 3.0 *Physical Systems. Students understand how physical processes shape Earth's surface patterns and ecosystems.*	
EXCEEDS STANDARD	• **Construct a detailed diagram of the water cycle and, using specific examples, explain the relationship of the water cycle to Earth's physical systems.** • Independently create a model or visual representation of a natural hazard. • Compare and contrast the features of different types of ecosystem, including location, weather, climate, soil, vegetation, and animal life. • Construct a map illustrating the distribution of various ecosystems on Earth. • Construct a complex model of an ecosystem that includes representations of location and distribution, weather and climate, soil and vegetation, and animal life.
MEETS STANDARD	• Construct a diagram of the water cycle and explain evaporation, condensation, precipitation, and collection. • Identify and describe natural hazards, such as floods, wildfires, volcanic eruptions, hurricanes, and earthquakes. • Compare different types of ecosystems for elements such as location, climate, weather, vegetation, or animal life. • Locate various ecosystems on Earth using maps and photographs. • Construct a simple model of an ecosystem that includes illustrations of location, climate, vegetation, and animal life.
APPROACHES STANDARD	• Label a diagram of the water cycle and explain, in simple terms, evaporation, condensation, precipitation, and collection. • Identify pictures of natural hazards, such as floods, wildfires, volcanic eruptions, hurricanes, and earthquakes. • Compare different types of ecosystems for location and vegetation. • Locate one type of ecosystem on Earth using a map and photographs. • Construct a simple model of an ecosystem that includes location and vegetation.
BELOW STANDARD	• Demonstrate limited knowledge of the water cycle by inaccurately labeling a diagram or incorrectly explaining its features. • Identify two pictures of natural hazards such as floods, wildfires, volcanic eruptions, hurricanes, and earthquakes. • Compare with teacher assistance different types of ecosystems for location and vegetation. • Locate with teacher assistance one type of ecosystem on Earth using a map. • Illustrate the location and vegetation of an ecosystem using teacher-provided materials.

Performance Level Descriptors
Geography
Grade 5

Content Standard 3.0 *Physical Systems Students understand how physical processes shape Earth's surface patterns and ecosystems.*	
EXCEEDS STANDARD	• **Explain the components of the Earth's four basic physical systems (atmosphere, lithosphere,** hydrosphere, and biosphere) and describe the processes within each. • Compare and contrast the patterns of specific historical examples of natural hazards for location, frequency, intensity, and other physical and human consequences. • Analyze and illustrate the interrelationship of soil, climate, plant life, and animal life for a specific ecosystem. • Compare and contrast the major features of the local ecosystem with other major ecosystems in the state, region, or Earth. • Analyze and compare several types of ecosystems by answering and illustrating geographic questions about characteristics, location, and distribution on Earth.
MEETS STANDARD	• Identify the Earth's four basic physical systems (atmosphere, lithosphere, hydrosphere, and biosphere) and give several examples of the components of each. • Define and give historical examples of natural hazards, including floods, wildfires, earthquakes, volcanic eruptions, tornadoes, and hurricanes. • Identify the parts of different ecosystems, including soil, climate, plant life and animal life. • Locate and describe major ecosystems on Earth, including deserts, rainforests, mountains, and prairies. • Investigate one type of ecosystem by asking and answering geographic questions about characteristics, location, and distribution on Earth.
APPROACHES STANDARD	• Identify the differences among air, land, water, and life. • Distinguish among photographs of floods, wildfires, volcanic eruptions, earthquakes, volcanic eruptions, tornadoes, and hurricanes. • Identify the parts of one local ecosystem, describing soil, climate, plant life, and animal life. • Locate and describe one example each of a major desert and rainforest ecosystem on Earth. • Illustrate the location and distribution of one type of ecosystem on Earth.
BELOW STANDARD	• Identify the differences among air, land, water, and life, with teacher assistance. • Distinguish among photographs of floods, wildfires, earthquakes, volcanic eruptions, tornadoes, and hurricanes, with teacher assistance. • Distinguish among soil, climate, plant life, and animal life in one local ecosystem with teacher assistance. • Locate on a map a major desert or rainforest ecosystem. • Illustrate the location of one type of ecosystem on earth using teacher-provided materials.

Performance Level Descriptors
Geography
Grade 8

Content Standard 3.0 *Physical Systems. Students understand how physical processes shape Earth's surface patterns and ecosystems.*	
EXCEEDS STANDARD	• **Predict how change within the atmosphere, lithosphere, hydrosphere, or biosphere would impact** the Earth's surface. • Explain why natural hazards are most likely to occur in specific regions. • Describe and analyze a local ecosystem, focusing on the interdependence among soil, climate, plant life, and animal life. • Explain why ecosystems differ from place to place using several outside resources. • Construct and defend a hypothesis identifying changes over time in a local ecosystem.
MEETS STANDARD	• Explain how physical processes within the atmosphere, lithosphere, hydrosphere, or biosphere influence the Earth's surface. • Explain how natural hazards alter the Earth's features and patterns. • Describe the interdependence among soil, climate, plant life, and animal life within ecosystems. • Compare and contrast the bio-diversity and productivity of various ecosystems on the Earth. • Formulate a hypothesis about the changing nature of an ecosystem and use appropriate research skills to draw a conclusion.
APPROACHES STANDARD	• List simple examples of the physical processes within the atmosphere, lithosphere, hydrosphere, and biosphere. • Identify how natural hazards alter the Earth's features. • Define interdependence and give a simple example within an ecosystem. • Categorize by one simple characteristic the different ecosystems on the Earth. • Describe the changes that occur in an ecosystem over time.
BELOW STANDARD	• List the four basic physical systems: atmosphere, lithosphere, hydrosphere, and biosphere. • List five natural hazards. • Recognize that plant and animal life are dependent upon soil and climate. • Match three different ecosystems with appropriate illustrations or photographs. • List changes that occur in an ecosystem over time.

Performance Level Descriptors
Geography
Grade 12

Content Standard 3.0 *Physical Systems. Students understand how physical processes shape Earth's surface patterns and ecosystems.*	
EXCEEDS STANDARD	• Create a project illustrating the interactions of the atmosphere, lithosphere, hydrosphere, and biosphere and the impacts on one region of the U.S. or the world. • Predict how natural hazards affect human settlements in different regions of the U.S. or the world. • Apply the concept of ecosystem to analyze a problem with environmental implications. • Formulate a hypothesis about the bio-diversity, distribution, and productivity of ecosystems across the Earth's surface. • Present alternatives in a public forum that utilize the concept of ecosystems to solve environmental problems.
MEETS STANDARD	• Describe how the interactions of the atmosphere, lithosphere, hydrosphere, and biosphere affect the different regions of the U.S. and the world. • Describe the causes and consequences of natural hazards that shape features and patterns on the Earth. • Analyze the effects of physical and human forces on the interdependence within ecosystems. • Analyze the bio-diversity, distribution, and productivity of ecosystems across the Earth's surface. • Propose solutions to environmental problems using the concept of ecosystems.
APPROACHES STANDARD	• Recognize and categorize the interactions of the atmosphere, lithosphere, hydrosphere, and biosphere in several different regions of the U.S. and the world. • Distinguish causes and consequences among different natural hazards and their impact on the Earth's features. • Explain the effects of physical and human forces on the interdependence within ecosystems. • Create a map that illustrates the distribution and productivity of different ecosystems across the Earth's surface. • Generate two alternative solutions to an environmental problem using the concept of ecosystem.
BELOW STANDARD	• Identify which of the four basic systems are involved in simple interactions in several different regions of the U.S. or the world. • Recognize the consequences of different natural hazards and their impact on the Earth's features. • Identify the effects of physical and human forces on ecosystems. • Create a map that illustrates the distribution of one type of ecosystem across the Earth's surface. • Select from a list of alternatives one solution to an environmental problem using the concept of ecosystem.

Performance Level Descriptors
Geography
Grade 2

Content Standard 4.0	*Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.*
EXCEEDS STANDARD	• **Collect data about a given location (e.g., classroom, hallway, lunch room, street) and construct a visual model of population distribution.** • Give accurate and efficient oral directions to several subsequent locations without returning to the initial starting point. • Illustrate and explain how different people, goods, and ideas have moved historically. • Explain why people in rural and urban communities live differently. • Identify and list examples of goods and services, justifying category placement. • Trace the origin of an economic product, using map resources. • Identify and list examples of wants and needs, justifying category placement and explaining how people fulfill or acquire each. • Generate a list of community organizations to which classmates and their family members could belong. • Identify places where cooperation and conflict occur in the community and offer suggestions for resolution.
MEETS STANDARD	• Use a school map to construct a visual model of population distribution. • Give accurate oral directions from one location to another within the school or community. • List and classify four different ways to move people, goods, and ideas. • Compare three differences between rural and urban communities. • Sort and explain the differences between goods and services. • Use a map or chart to display information about an economic product, e.g., clothing, backpack, personal item, or food item. • Distinguish between wants and needs and describe how people fulfill or acquire them. • Generate a list of organizations to which classmates could belong. • Identify places and occasions where cooperation and conflict can occur at school.
APPROACHES STANDARD	• Write the number of students in each classroom on a school map. • Give simple oral directions from one location to another within the home or school • List several different ways to move people and goods. • Identify pictures of rural and urban communities. • Construct a simple list of economic goods. • Find pictures of economic products. • Distinguish between wants and needs. • Identify names of organizations from a mixed list of terms. • Discriminate between cooperation and conflict from a list of situations and places.
BELOW STANDARD	• Write the number of students in each classroom on a school map, with teacher assistance. • Give simple oral directions with teacher assistance from one familiar location to another. • List ways that people travel. • Identify pictures of rural and urban communities with teacher prompting. • Identify economic goods with teacher prompting,. • Find pictures of an economic product with teacher assistance. • Identify personal wants and needs with teacher assistance. • Identify groups within the classroom or school. • Give examples of cooperation and conflict in the home or at school.

Performance Level Descriptors
Geography
Grade 3

Content Standard 4.0	*Human Systems* Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence land use dependencies, and conflict and cooperation.
EXCEEDS STANDARD	• **Suggest reasons for differences in population distribution in different areas.** • Create a detailed map that clearly illustrates how to get from one location to another. • List and describe the advantages and disadvantages of different types of transportation and communication networks in daily life. • Compare and contrast the characteristics of rural, suburban, and urban communities through charts, diagram, or other visual display. • Explain why the sources of goods and services are located where they are. • Create a map, flow chart, or visual display to represent the results of an independent investigation of an economic product. • Identify patterns of similarity and difference in the wants and needs of people in different countries. • Explain how and why various organizations influence a community. • Identify patterns of similarity and difference in how conflict and cooperation affect places in various communities.
MEETS STANDARD	• Construct a graph or chart to compare population distribution in different areas, using climate, precipitation, length of growing seasons, natural resources, and other physical features. • Draw a simple map that illustrates how to get from one location to another. • Identify and list types of transportation and communication networks in daily life, • Describe the characteristics of and distinguish among rural, suburban, and urban communities. • Locate sources of goods and services in the community using materials such as newspaper, telephone books, maps, or other media sources. • Investigate an economic product by asking and answering geographic questions, e.g., determining the location of raw materials, processing or manufacturing, and distribution of products. • Compare and contrast the wants and needs of people in different countries and the means used to fulfill those wants and needs. • Describe the different purposes of various organizations, e.g., Scouts, Little League, 4-H, etc. • Describe how cooperation and conflict affect places in different communities.
APPROACHES STANDARD	• Construct a simple graph or chart to indicate population distribution in different areas. • Draw a line showing how to get from one location to another on a map provided by the teacher. • Produce a simple list of transportation networks in daily life. • Identify the difference among rural, suburban, and urban communities. • Locate sources of goods and services in the community with teacher direction. • Research an economic product by answering simple questions about location of raw materials, manufacturing of the product, and distribution of the product. • Identify the wants and needs of people in different countries. • List various community organizations and categorize them by purpose. • Identify examples of cooperation and conflict in the community.
BELOW STANDARD	• Construct a simple chart with teacher assistance illustrating population distribution. • Trace a line drawn by the teacher showing how to get from one location to another. • Select pictures illustrating transportation networks. • Identify pictures illustrating rural, suburban, and urban communities. • Differentiate between goods, and services in the community. • Place in correct order pictures illustrating the location of raw materials, the manufacturing process, and the distribution of the product. • List, with teacher assistance, personal wants and the means that might be used to fulfill them. • Select, from a mixed list of names, various community organizations. • Identify situations of cooperation and conflict at school.

Performance Level Descriptors
Geography
Grade 5

Content Standard 4.0	*Human Systems. Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.*
EXCEEDS STANDARD	• Explain differences in population distribution within Nevada, the U.S., and the world, using a variety of print and multimedia materials. • Use local examples to illustrate the causes and effects of human migration and settlement and evaluate both positive and negative impacts • Design and construct a visual display, including maps and timelines that illustrates specific examples of the historical movements of people, goods, and ideas. • Identify and define trends that describe the differences among rural, suburban, and urban migration patterns and settlements using a historical context. • Construct a model to illustrate the location of various economic goods and map this movement among states and countries. • Investigate a local economic issue by asking and answering geographic questions and presenting the research and conclusions to an appropriate audience. • Compare and contrast the differences in economic development and quality of life among countries in North America, offering reasons for such differences and predicting future shifts in such patterns. • Specify the criteria and then classify local cultural, political, and economic organizations, identifying patterns in the classification and drawing appropriate conclusions. • Draw conclusions about how and why people divide Earth's surface into a variety of territorial units, illustrating patterns of religion, resources, language, political beliefs, or some other factor that may impact regional cooperation and conflict.
MEETS STANDARD	• Explain differences in population distribution within Nevada and the United States. • List causes and effects of human migration and settlement. • List examples of historical movements of people, goods, and ideas. • Describe the differences among rural, suburban, and urban migration patterns and settlements. • Identify the location of various economic goods and describe their movements among states and countries. • Investigate an economic issue by asking and answering geographic questions. • Identify differences in the economic development and quality of life among the countries in North America. • Classify cultural, political, and economic organizations. • Describe how and why people divide the Earth's surface into a variety of territorial units.
APPROACHES STANDARD	• Explain simple differences in population distribution within Nevada and among major states in the United States. • List simple reasons for human migration and settlement. • List simple examples of the historical movement of people and goods in the United States. • Categorize as rural, suburban, or urban a simple list of the major characteristics of migration and settlement. • Identify the location of several simple economic goods and trace their movements among countries. • Investigate an economic issue by asking a simple geographic question. • Investigate a simple economic development and quality of life for several countries in North America and identify some key differences. • Classify as cultural, political, or economic organizations listed by the teacher. • Identify how Earth's surface is divided into territorial units.

BELOW STANDARD	• Identify several large cities and small towns within Nevada and several states with small and large populations. • Explain why families move and what effects it might have on their lives. • Explain a simple example of the historical movement of people with teacher assistance. • Identify visual examples of rural, suburban, and urban settlements. • Identify the country of origin for several economic goods found in the classroom or in student's clothing. • Investigate a simple economic issue with teacher assistance. • Identify countries in North America with advances economic development and high standards of living. • Identify cultural, political, or economic organizations from a teacher-prepared list. • Illustrate how Earth's surface is divided into territorial units, with teacher assistance.

Performance Level Descriptors
Geography
Grade 8

Content Standard 4.0	*Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.*
EXCEEDS STANDARD	• Compare and contrast the demographic characteristics of different populations, recognizing and describing trends or patterns. • Demonstrate how the patterns of human migration alter the characteristics of a place and region. • Illustrate the changes in a given place across different periods of history due to the movement of people, goods, and ideas. • Explain past and current patterns and predict future patterns of rural-urban migration in the United States and a developing country. • Investigate and summarize the advantages and disadvantages of locating a major distribution center in Nevada. • Create a visual illustration to analyze a regional or international economic issue from a spatial perspective. • Analyze the elements of economic development and quality of life in a developing country and plan a course of economic development for the next twenty years. • Describe the size and structure of one cultural, political, or economic organization and analyze its capacity to adapt and change. • Analyze the contributing political, economic, and cultural factors in a current or historical event that caused cooperation or conflict among people. • Analyze how international alliances or organizations successfully influence cooperation among independent nations.
MEETS STANDARD	• Describe the characteristics of different populations through the use of key demographic concepts, such as life expectancy, infant mortality rate, literacy rate, per capita income, and gross domestic product. • Explain the reasons for human migration and settlement, including the effects on places and cultures. • Describe how history has been affected by the movement of people, goods, and ideas. • Identify the different patterns of migration and settlement in developing and developed countries. • Describe the factors that influence the location and distribution of economic activities. • Identify a regional or international economic issue and explain it from a spatial perspective. • Compare the elements of economic development and quality of life between developing and developed countries. • Compare and contrast changes in cultural, political, and economic organizations over time. • Describe how conflict and cooperation among people contribute to political, economic, and cultural divisions on earth's surface. • Identify international alliances and organizations that influence conflict and cooperation among independent nations.
APPROACHES STANDARD	• List and define several basic demographic concepts, such as life expectancy, infant mortality rate, literacy rate, per capita income, and gross domestic product. • Explain the circumstances for human migration and settlement. • Draw a map showing the migration patterns for a particular group of people, goods, or ideas. • Identify the pattern of migration and settlement in one developed and one developing country. • List, with teacher assistance, the factors that influence the location and distribution of economic activities. • List several international economic issues and identify the world regions that they affect. • List the elements of economic development and quality of life for one developed and one developing country with teacher assistance. • List changes in cultural, political, or economic organizations over time. • List economic or cultural reasons for conflict that contribute to political divisions on Earth's surface. • List international groups that cause conflict or influence cooperation among independent nations.

BELOW STANDARD	• Define one basic demographic concept. • Define migration and give an example. • Draw a simple timeline showing the movement of a particular group of people. • Explain the difference between a developed and a developing country. • Trace the location and movements of a simple economic product on a map. • List several regional economic issues. • List and define three indicators of economic development. • Give one example each of a cultural, political, and economic organization. • List reasons for conflict in different regions of the world. • Give an example of an international group that causes conflict or influences cooperation among independent nations.

Performance Level Descriptors
Geography
Grade 12

Content Standard 4.0	*Human Systems. Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence interdependence, and contribute to conflict and cooperation.*
EXCEEDS STANDARD	• Develop and defend hypotheses regarding demographic trends in world population using appropriate geographic technology. • Predict the impact of migration and settlement on a selected physical and human system (e.g., building at Lake Tahoe or water in Las Vegas). • Design and create a project to analyze how history has been affected by **cultural diffusion** in the movement of people, goods, and ideas. • Analyze the socioeconomic changes that occur as the characteristics and patterns of migration and settlement change over time in developing and developed countries. • Use multiple points of view to evaluate the advantages and disadvantages of location and distance as these factors connect and influence economic systems at local, national, and international levels. • Formulate reasoned arguments regarding the spatial causes and geographic consequences of international economic issues. • Design a project that will illustrate the connection between economic development and quality of life in developing and developed countries. • Predict the impact of changes that occur in the size and structure of cultural, political, and economic organizations. • Compare and contrast how different cultures, points of view, and self-interests influence conflict and cooperation over territory and resources throughout history. • Analyze the forces of conflict and cooperation as they affect the way the world is divided among independent nations and influenced by **trans-regional alliances** and **multi-national organizations**.
MEETS STANDARD	• Analyze demographic trends in world population using appropriate geographic technology. • Evaluate the impact of migration and settlement on physical and human systems (e.g., suburban development, adequate housing, infrastructure stress, traffic patterns, or police and fire protection). • Analyze how history has been affected by the movement of people, goods, and ideas. • Compare and contrast the characteristics and patterns of migration and settlement in developing and developed countries. • Analyze how location and distance connect and influence economic systems at local, national, and international levels. • Analyze and evaluate international economic issues from a spatial perspective. • Relate the level of economic development to the quality of life in developing and developed countries. • Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations. • Analyze how different cultures, points of view, and self-interests influence conflict and cooperation over territory and resources. • Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations.
APPROACHES STANDARD	• Compare past and present demographic trends in world population. • Describe the impact of migration and settlement on physical and human systems. • Examine and summarize how history has been affected by the movement of people, goods, and ideas. • Identify the patterns of migration and settlement in developing and developed countries. • Identify how location and distance connect and influence economic systems at local, national, and international levels. • Use a spatial perspective to discuss an international economic issue. • Recognize that the level of economic development is related to quality of life in developing and developed countries. • Describe the size and structure of several cultural, political, and economic organizations. • Identify how U.S. interests influence conflict and cooperation over territory and resources. • Identify the forces of conflict and cooperation as they affect the way the world is divided among independent nations.

BELOW STANDARD	• Recognize demographic trends in world population from materials provided by the teacher. • Identify the impact of migration and settlement on physical and human systems. • State an example of how history has been affected by the movement of people, goods, and ideas. • List the characteristics of migration and settlement in developing and developed countries. • Identify how location and distance connect and influence economic systems at local, national, and international levels, with teacher assistance. • Recognize the impact of an international economic issue on students' lives. • List the elements of economic development and quality of life in developing and developed countries. • Identify examples of cultural, political, and economic organizations. • List examples of conflict and cooperation over territory and resources. • List the forces of conflict and cooperation in the world.

Performance Level Descriptors
Geography
Grade 2

Content Standard 5.0	**Environment and Society** – Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.
EXCEEDS STANDARD	• Consistently and accurately identifies the ways people depend on their local environment. • Draw a map of the school grounds and identify the locations of different human activities. • Prepare an illustrated booklet that compares and contrasts how people shape their physical environment at home and school in different climatic regions. • Independently create a pictorial representation illustrating various items and their origins in the physical environment.
MEETS STANDARD	• Identify the ways people depend on their local environment, including water, land use, and natural resources. • List typical human activities that take place in different physical environments, including mining, farming, and recreation. • Identify how people shape the physical environment at home and school. Examples might include lighting, heating and cooling. • Choose various simple items, such as food, clothing, or books, and identify their origins in the physical environment.
APPROACHES STANDARD	• Given a list, identify the ways people depend on their local environment. • List typical human activities that take place in different physical environments, with teacher assistance. • Identify two simple ways in which people shape the physical environment at home and school. • Match the origins in the physical environment of several objects, from teacher-prepared lists.
BELOW STANDARD	• Given a list, identify with teacher assistance the ways people depend on water, land use, and natural resources. • Match typical human activities that take place in different physical environments, from teacher-prepared lists • Share ideas about how people shape their physical environment at home and school, with teacher prompting • Match picture of simple objects and their origins in the physical environment

Performance Level Descriptors
Geography
Grade 3

Content Standard 5.0	**Environment and Society** – Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.
EXCEEDS STANDARD	• Develop a presentation (e.g., skit, vignette, illustrated chart or map) to represent and explain ways people depend on their physical environment. • Describe and analyze examples of how a community benefits from the unique attributes of their physical environment. • Describe and give supporting evidence of tools, machines, and other technologies that have changed the physical environment. • Develop a chart that compares different ways people alter their physical environment, and suggest reasons for the differences. • Investigate how humans depend on natural resources and predict changes in use over the next twenty years. • Select a natural resource available within the community and describe in detail the way it is modified for current use; then suggest how it should be managed for the future.
MEETS STANDARD	• Identify and list things that people need, want, and obtain from the physical environment (e.g., food, clean air, water, mineral resources). • Identify and list opportunities that different physical environments provide for human activities (e.g., fishing in local waters, working in mines, tourist centers). • List tools, machines, or other technologies that have changed the physical environment. • Compare different ways that people alter the physical environment, such as building irrigation projects, clearing land for housing projects, building roads, building parks, etc. • List examples of ways people depend on natural resources (e.g., water, food, shelter). • List examples of how people modify and manage natural resources within the community.
APPROACHES STANDARD	• Create a simple list of the ways people depend on their physical environment. • Identify only simple examples of opportunities that different physical environments provide for human activities. • Select, from a list, tools, machines, or other technologies used to change the physical environment. • Identify different ways the people alter the physical environment, but omits essential information or reports it inaccurately. • Identify the ways humans depend on natural resources, from a teacher-provided list. • Describe orally, with teacher prompting, how people modify and manage natural resources within the community.
BELOW STANDARD	• Describe orally, with teacher prompting, ways people depend on their physical environment. • Identify simple or obvious examples of opportunities that different environments provide for human activities, with teacher prompting. • Identify pictures of tools, machines, or other technologies that have changed the physical environment. • List ways that people alter the physical environment, with teacher assistance. • List two ways humans depend on natural resources, with teacher assistance. • Identify pictures that illustrate how people modify natural resources within the community.

Performance Level Descriptors
Geography
Grade 5

Content Standard 5.0	**Environment and Society** – Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources
EXCEEDS STANDARD	• Evaluate the cause and effect relationship between changes in the human environment and human activity (e.g., the effects of weather, climate, and availability of water on agriculture, types of housing, and other activities in the community or state). • Compare and contrast the constraints placed on human activity by two or more physical environments. • Create a timeline or other pictorial representation to illustrate how one aspect of the physical environment has been changed by technology. • Construct a model to demonstrate how human modification of the physical environment can lead to changes in other places. • Rank several natural hazards based upon the severity of the impact on human activity (e.g., due to length of the event, loss of life, long-term impact), defending the choice of factors and the outcome of the analysis. • Design and produce a map illustrating the patterns of distribution and use one of earth's major resources. • Compare and contrast the use of the same resource in different geographic regions.
MEETS STANDARD	• Describe and provide examples of ways in which changes in the physical environment affect humans (e.g., the effects of weather and climate, availability of water). • Develop a list identifying the constraints physical environments place on human activity (e.g., weather, availability of water, land forms). • Give examples of how the physical environment has been changed by technology. • Explain and provide examples of how human modification of the physical in one place can lead to changes in other places (e.g., construction limiting availability of water for human use, the effects of pesticides on water quality of communities downstream, etc.). • Describe how natural hazards affect human activity, including earthquakes, floods, wildfires, tornadoes, hurricanes. • Describe and illustrate the pattern of distribution and use of several of earth's major resources (e.g., water, minerals, forests, wind). • Identify the differences in ways people in several areas of the world use the same resources.
APPROACHES STANDARD	• Provide examples of ways in which changes in the physical environment affect humans. • Identify examples of the constraints physical environments place on human activity. • Recognize simple examples of how the physical environment has been changed by technology. • Give a simple example of how human modification of the physical environment in one place can lead to changes in other places. • List ways that several natural hazards affect human activity. • Illustrate on a map the pattern of distribution of one of earth's major resources. • Identify pictures of different ways that different people use the same resource. • Identify the differences in ways people in Nevada use the same resources.
BELOW STANDARD	• Identify pictures in which changes in the physical environment affect humans. • Lists two constraints that physical environments place on human activity, with teacher assistance. • Display limited understanding of how the physical environment has been changed by technology, with teacher assistance to provide examples. • Discuss, with teacher direction, how human modification of the physical environment causes changes. • Identify simple hazards and one of their effects on human activities. • Color a map, with teacher assistance, to show patterns of distribution of one of earth's major resources. • Identify, with teacher assistance, differences in ways people in several areas of the world use the same resources. • Identify pictures of the different ways people in the community use the same resources.

Performance Level Descriptors
Geography
Grade 8

Content Standard 5.0	**Environment and Society** – Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources
EXCEEDS STANDARD	• Predict and defend possible outcomes of regional or global changes in the physical environment, using specific, detailed examples. • Summarize the effect of an undesirable change in the physical environment (e.g., flooding for weeks in an urban area) on human activities and suggest how people might mitigate the problem over both the short term and the long term. • Evaluate the significance of major technological innovations that have been used to modify the physical environment (e.g., electricity, steam power, explosives). • Develop a presentation to visually represent and analyze the patterns of change caused by human modification of the physical environment. • Compare and contrast how humans prepare for and react to the same natural hazards in different regions of the U.S. • Create maps to illustrate patterns of distribution of renewable and non-renewable resources. • Develop and implement a plan to conserve or utilize a selected resource after evaluating different viewpoints regarding its use.
MEETS STANDARD	• Describe and predict the regional or global impact of changes in the physical environment. • Compare and contrast the opportunities and constraints that the physical environment places on human activity. • Explain the role of technology in the human modification of the physical environment. • Describe the patterns of change caused by human modification of the physical environment. • Describe how humans prepare and react to natural hazards, including earthquakes, wildfires, tornadoes, hurricanes, flooding, and volcanic eruptions. • Identify and locate examples of renewable and non-renewable natural resources. • Select a resource (e.g., forests, water, minerals) and evaluate different viewpoints regarding its use. • Describe the regional or global impact of changes in the physical environment.
APPROACHES STANDARD	• Describe the regional or global impact of changes in the physical environment. • Compare and contrast the opportunities and constraints that the physical environment places on human activity, but omits essential information or reports it inaccurately. • List examples of major technological innovations that have been used to modify the physical environment. • Describe simple patterns of change caused by human modification of the physical environment. • Describe how humans prepare for natural hazards such as tornadoes, hurricanes, and earthquakes, or wildfires. • List examples of renewable and non-renewable natural resources. • Describe two different viewpoints regarding the use of a selected resource.
BELOW STANDARD	• Identify changes in the physical environment • List the opportunities and constraints that the physical environment places on human activity, but is unable to compare and contrast the constraints. • List simple examples of major technological innovations that have been used to modify the physical environment, with teacher assistance. • Describe several changes caused by human modification of the physical environment. • Describe how humans prepare for wildfires and earthquakes, with teacher prompting. • Identify, from a list, renewable and non-renewable resources. • Select a resource and list pros and cons regarding its use.

Performance Level Descriptors
Geography
Grade 12

Content Standard 5.0	**Environment and Society** – Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources
EXCEEDS STANDARD	• Research and develop a case study that provides an example of how changes in the physical environment influence the capacity to support human activity. • Develop and present alternative strategies to analyze different responses to constraints placed on human systems by the physical environment. • Analyze the regional and global environmental impact of both the unintended and intended consequences of major technological advances in human history. • Develop a list of potential global responses to the changes caused by human modification of the physical environment and devise strategies that could be implemented as a result. • Explain how people who live in naturally hazardous regions adapt to their environments and summarize the effectiveness of human attempts to limit damage from natural hazards. • Research the patterns of use and predict the changing distribution and relative importance of Earth's resources over the next century. • Evaluate patterns of resource degradation and depletion in several countries, considering multiple points of view, and prepare policies for each country to use and manage those resources into the next century.
MEETS STANDARD	• Compare and contrast how changes in the physical environment can increase or diminish the environment's capacity to support human activity. • Evaluate strategies to respond to constraints placed on human systems by the physical environment. • Describe the ways that technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact. • Develop possible responses to changes caused by human modification of the physical environment. • Analyze human perception of and response to natural hazards. • Analyze the patterns of use, the changing distribution, and the relative importance of earth's resources. • Develop policies for the use and management of Earth's resources that consider the various interests involved.
APPROACHES STANDARD	• Identify changes in the physical environment that can increase or diminish the environment's capacity to support human activity. • List and identify strategies to respond to constraints placed on human systems by the physical environment. • Describe ways that technology has modified the physical environment and describe its global impact. • Develop a response to one change caused by human modification of the physical environment. • State different human perceptions of and responses to natural hazards. • Identify the patterns of use and the distribution of Earth's resources. • Compare and contrast the existing policies in several countries for the use and management of the earth's resources.
BELOW STANDARD	• Identify how changes in the physical environment diminish its capacity to support human activity. • Identify constraints placed on human systems by the physical environment. • List examples of technology and its impact on the physical environment. • List changes caused by human modification of the physical environment. • List human responses to natural hazards. • Identify the distribution of Earth's resources. • Describe existing policies for managing the earth's resources in a given country.

Performance Level Descriptors
Geography
Grade 2

Content Standard 6.0	**Geographic Applications** – Students apply geographic knowledge of people , place, and environments to interpret the past, understand the present, and plan for the future.
EXCEEDS STANDARD	• Pinpoint the location of a current event on a map or globe. • Independently create a simple map or model representing a geographic change for a classroom or school.
MEETS STANDARD	• Discuss the location of major current events. • Plan a geographic change (e.g., changing the location of furniture or students) for a classroom or school.
APPROACHES STANDARD	• Share some information on the location of major current events, but information lacks accuracy. • Participate in planning a geographic change for a classroom or school but suggestions lack organization and accuracy.
BELOW STANDARD	• Unable to participate in discussions involving the locations of major current events. • Displays limited understanding of planning a geographic change for a classroom or school.

Performance Level Descriptors
Geography
Grade 3

Content Standard 6.0	**Geographic Applications** – Students apply geographic knowledge of people, place, and environments to interpret the past, understand the present, and plan for the future.
EXCEEDS STANDARD	• Create a visual representation (e.g., timeline, collage, diorama) of an historical event that took place in a specific geographic location. • Independently and consistently identify the location of current events on a map. • Predict the effects of a geographic issue or theme on home, school, or community. • Create a futuristic story or display that reflects a possible geographic change in the neighborhood or community.
MEETS STANDARD	• Use visual clues (e.g., historical photographs or illustrations) to define when and where an event in the past took place. • Identify the location of current events on a map. • Identify a geographic issue or theme (e.g., natural hazards, climate, water availability, population changes) that affects home, school, or community. • Brainstorm the possible geographic changes (e.g., population changes, availability of resources, growth of the community, influx of business and industry) that could take place in the neighborhood or community.
APPROACHES STANDARD	• Use visual clues to define either when or where an event in the past took place, but not both. • Identify, with limited success, the location of current events on a map. • Demonstrate a narrow or incomplete understanding of the effects of a geographic issue or theme on home, school, or community. • Participate minimally in a brainstorming session on the possible geographic changes (e.g., population changes, availability of resources, growth of the community, influx of business and industry) that could take place in the neighborhood or community.
BELOW STANDARD	• Use visual cues, with teacher prompting, to define when or where an event in the past took place. • Unable to identify the location of current events on a map. • Cannot identify a geographic issue or theme that affects home, school, or community. • Unable to provide examples of possible geographic changes.

Performance Level Descriptors
Geography
Grade 5

Content Standard 6.0	**Geographic Applications** – Students apply geographic knowledge of people, place, and environments to interpret the past, understand the present, and plan for the future.
EXCEEDS STANDARD	• Research the influence or significance of a person or place relative to an historical event. • Design and conduct an interview or survey on a current event using the **five themes of geography.** • Identify a local issue in the community that has been a point of conflict and analyze the situation using geographic skills and perspectives. • Prepare a timeline or visual display predicting the effects a local geographic issue might have in the future.
MEETS STANDARD	• Describe how people and places have influenced events in the past (e.g., Titanic hits iceberg, Westward Expansion, George Washington at Valley Forge). • Use current events to ask and answer geographic questions (e.g., use newspaper articles to develop and answer questions about the five themes of geography). • Describe a contemporary issue using geographic skills and perspectives (e.g., asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions). • Describe a local geographic issue and the possible effects it will have in the future.
APPROACHES STANDARD	• Identify some elements of how people and places have influenced events in the past. • Can use current events to generate geographic questions, but the questions are weak in one or two of the five themes of geography. • Attempt to describe a contemporary issue using geographic skills and perspectives, but inaccurate in details. • Can identify a local geographic issue but is unable to suggest the possible effects it might have in the future.
BELOW STANDARD	• Unable to provide a coherent description of how people and places have influenced events in the past. • Unable to formulate geographic questions and answers about current events. • Unable to describe a contemporary issue using geographic skills and perspectives. • Unable to provide a coherent description of a local geographic issue.

Performance Level Descriptors
Geography
Grade 8

Content Standard 6.0	**Geographic Applications** – Students apply geographic knowledge of people, place, and environments to interpret the past, understand the present, and plan for the future.
EXCEEDS STANDARD	• Create a visual representation depicting the interrelationship of human and physical conditions that have affected an historical event (e.g., Westward Expansion, Industrial Revolution, World War II). • Summarize the impact of a current event in relation to the physical and human characteristics of place over a period of time. • Analyze a contemporary issue using geographic knowledge, skills, and perspectives and then develop sound arguments in favor of recommendations for specific actions on the issue. • Develop an innovative plan for including specific recommendations that address one possible future outcome of a geographic issue.
MEETS STANDARD	• Explain how different characteristics of people, places, and resources have affected events and conditions in the past (e.g., the conflict between Native Americans and colonists, weather conditions at Valley Forge and the outcome of the American Revolution, reappraisal of Alaska as a place to settle). • Select a current event and explain its significance to the physical and human characteristics of place (e.g., disasters, natural hazards, military conflict, environmental issues). • Research a contemporary issue using geographic knowledge, skills, and perspectives (e.g., building a dam, construction to revitalize a downtown area, water rights). • List and describe several future outcomes for a geographic issue and defend one possible solution (e.g., population growth, patterns of consumption, new mining techniques, technology).
APPROACHES STANDARD	• List examples of how different characteristics of people, places, and resources have affected events in the past, but with insufficient detail. • Select a current event and identify the key aspects of the physical and human characteristics of place that relate to the event. • Research a contemporary issue using geographic knowledge, skills, and perspectives, but results lack accuracy and organization. • List and describe several future outcomes for a geographic issue but lack necessary detail to adequately defend one possible solution.
BELOW STANDARD	• Identify obvious characteristics of people, places, and resources that relate to an historical event, but unable to apply the significance to the outcome of the event. • Select a current event and identify one aspect of the physical and human characteristics of place that relate to that event. • Attempt to research a contemporary issue, but information gained is insufficient or incomplete. • List future outcomes for a geographic issue.

Performance Level Descriptors
Geography
Grade 12

Content Standard 6.0	**Geographic Applications** – Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.
EXCEEDS STANDARD	• Evaluate the degree of significance of physical features and human characteristics of places and regions on the evolution of historical events, providing a wide range of substantiating evidence (e.g., charts, graphs, diagrams). • Compare and contrast the effect of a current event on the physical features and human characteristics of two or more places and regions. • Research and create a presentation that connects one contemporary issue to another (e.g., deforestation to erosion, population to availability of services), using geographic knowledge, skills, and perspectives, providing pertinent details to support point of view. • Evaluate, from multiple perspectives, a future policy for local or regional issues that have spatial dimensions (e.g., the development of a new mass transit system in an urban area).
MEETS STANDARD	• Analyze the ways that physical features and human characteristics of places and regions have influenced the evolution of significant historical events (e.g., Ireland in the wake of the potato famine, European colonization of the Americas, changing political boundaries). • Collect several current event articles and relate them to the physical features and human characteristics of places and regions. • Research and create a presentation on a contemporary issue using geographic knowledge, skills, and perspectives, providing opinions and sound arguments to support a position. • Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions (e.g., plans to safeguard people and property in the event of a major natural disaster).
APPROACHES STANDARD	• Identify, without complete analysis, the ways that physical features and human characteristics of places and regions have influenced the evolution of significant historical events. • Collect current events articles but demonstrate an incomplete explanation of the relationship to physical features and human characteristics of a specific place and region. • Write an essay on a contemporary issue using geographic knowledge, skills, and perspectives, but information is unorganized and lacks supporting evidence. • Suggest possible outcomes but have difficulty formulating future policies for a local or regional issue that has spatial dimensions.
BELOW STANDARD	• Identify, with some errors, the ways that physical features and human characteristics of places and regions have influenced the evolution of significant historical events. • Select a current event article, but are unable to explain the relationship to the physical features and human characteristics of places and regions. • Research and create a presentation that contains an incomplete and unsubstantiated explanation of a contemporary issue. • Demonstrate an awareness of local or regional issues that have spatial dimensions, but unable to predict possible outcomes or suggest future policies.

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DRAFT Nevada Social Studies Standards

Geography Glossary

Atmosphere: the envelope of gases, aerosols, and other materials that surrounds Earth and is held close by gravity. The gases predominantly by nitrogen, oxygen, argon, and carbon dioxide and include much smaller percentages of helium, methane, and hydrogen.

Biosphere: the realm of Earth that includes all plant and animal life forms.

Cardinal directions: the four main points of the compass: north, east, south, west.

Compass rose: device drawn on maps to show the directions.

Complex map: see special purpose maps.

Cultural diffusion: the spread of cultural elements from one culture to another.

Culture: learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods – food, clothing, buildings, tools, and machines.

Degradation: the act of reducing worth or value.

Demographic: pertaining to the study of populations statistics, changes, and trends based on various measures of fertility (adding to a population), mortality (subtracting from a population), and migration (redistribution of a population).

Depletion: the gradual using-up or destruction of capital assets, especially of natural resources.

Developed countries: an area of the world that is technologically advanced, highly urbanized, and wealthy, and has generally evolved through both economic and demographic transitions.

Developing countries: a country in the process of becoming industrialized.

Distribution: the arrangement of items over a specified area (synonymous with spatial distributions).

Economics: the science that deals with the production, distribution, and consumption of wealth.

Ecosystem (ecological system): a system formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical and chemical factors of the environment in which they live.

Five themes of geography: location, region, place, movement, and human/environment interaction.

Fragmentation: breaking a part away from the whole.

Geographic Information System (GIS): a geographic data base that contains information about the distribution of physical and human characteristics of places or areas. In order to test hypotheses, maps of one characteristics or combination can be produced from the database to analyze the data relationships.

Goods: merchandise, wares.

Grid: a pattern of lines on a chart or map, such as those representing latitude and longitude.

Human characteristics: features and patterns of features on Earth's surface created by humans.

Human features: features and patterns of features on Earth's surface created by humans, including dwellings, crops, roads, machines, places of worship and other cultural elements; synonymous with human characteristics and cultural landscapes.

Hydrosphere: the water realm of Earth, which includes water contained in the oceans, lakes, rivers, ground, glaciers, and water vapor in the atmosphere.

Interdependence: people relying on each other in different places or in the same place for ideas, goods, and services.

Intermediate directions: the points of the compass that fall between north and east, north and west, south and east, south and west (e.g., NE, NW, SE, SW).

Land use: the range of uses of Earth's surface made by humans. Uses are classified as urban, rural agricultural, forests, etc., with more specific sub-classifications useful for specific purposes (for example, low-density residential, light industrial, nursery crops).

Latitude: location north or south of the equator measured by imaginary lines (parallels) numbered in degrees north or south.

Lithosphere: the uppermost portion of the solid Earth, including the soil, land, and geologic formations.

Longitude: location east or west of the prime meridian measured by imaginary lines (meridians) numbered in degrees east or west.

Map projection: a mathematical formula by which the lines of a global grid and the shapes of land and water bodies are transferred from a globe to a flat surface (e.g., Goode's Interrupted, Mercator, Robinson, Peter's).

Migration: the act or process of people movement from one place to another with the intent of staying at the destination permanently or for a relatively long period of time.

Multinational organization: organizations of nations aligned around a common economic or political cause.

Natural hazard: an event in the physical environment, such as a hurricane or earthquake, that is destructive to human life and property.

Nonrenewable resources: a finite resource that cannot be replaced once it is used (for example, petroleum, minerals).

Perception: the feelings, attitudes, and images people have of different places, peoples, and environments. The images people have in their heads of where places are located are called perceptual or mental maps.

Physical features: aspect of place or area that derives from the physical environment.

Physical regions: an area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas.

Pivotal: describes essential component that determines the effect of something.

Places: locations having distinctive characteristics which give them meaning and character and distinguish them from other locations.

Political boundaries: the limit or extent within which a system exists or functions (e.g., governments of cities, counties, states, countries).

Region: an area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas.

Renewable resource: a resource that can be regenerated if used carefully (for example, fish, timber).

Resource: an aspect of the physical environment that people value and use to meet a need for fuel, food, an industrial product, or something else of value.

Services: work done for others as an occupation or business.

Settlement pattern: the spatial distribution and arrangement of human habitations, including rural and urban centers.

Spatial organization: the mode in which Earth space is structured.

Spatial patterns: pattern of space on the Earth's surface.

Spatial perspective: the point of view that emphasizes the essential issue of place, embodied in specific questions such as *Where is it? Why is it there?*, as fundamental dimension of human experience.

Spatial: pertains to space on Earth's surface; refers to distances, directions, areas and other aspects of space.

Special purpose/thematic/complex map: a map representing a specific spatial distribution, theme, or topic (e.g., population density, cattle production, or climates of the world).

Suburban: pertains to the culture, manners, and customs of a residential area outlying a city.

System: a collection of entities that are linked and interrelated such as hydrologic cycle, cities, and transportation modes.

Topographic: detailed map illustrating selected physical and human features of a place.

Trans-regional alliances: political and economic alliances between states that transcend traditional cultural regions (e.g., Organization of African unity).

Unification: the act of combining into one.

Urban: related to a city or densely populated area.